## UNIVERSITY OF SAN FRANCISCO

Core Area: <u>Social Sciences</u>

Spring 2007

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Engage in the systematic and logical study of human beings and their interrelationships, with an appreciation of human diversity.	Introduced revolutionary economic theories which transformed human kind irrespective of differences in human beings.	Students were systematically exposed to market and trade theories, for many this was the first exposure.	Students were tested and wrote individual and group papers.
Employ one or more social science methods or social science theories and philosophies.	We used economic theories of classical and neoclassical economists.	Students were exposed to these theories through lectures, video-tapes, discussions, readings of a textbook etc.	Homework, Midterm and Final plus group project and individual papers.
Analyze explanations of human behavior, human relations, or human institutions.	We dealt with global human relations and the continued existence of abject poverty which comes from the exlusions of many human beings from the benefits of a global market economy.		I evaluated the students group papers which demonstrated that they were able to understand basic comparative economic data.
Apply social science knowledge to contemporary social problems, including ways to improve the human condition and promote justice.	The biggest problem related to this course is the fact that half of humanity remains totally excluded from the benefits of a globalized economy. Their income remains less than \$ 2 per day. There is a huge amount of child-labor etc.	Students reacted well and very supportive of the basic ideas which I have presented. I was pleasantly surprised about this, given the frequent anti-globalization preaching which students are exposed to in other courses.	Examinations, papers, discussions on Blackboard.
Understand and demonstrate social responsibility.	One of the frequently repeated quotes was the following quote from Anne Frank: "How wonderful it is that	Students could earn extra credit through volunteer services. Several students used this opprotunity helping with food distribution at St. Johns at Arguello Ave.	Several astudents told me that they appreciated this opportunity

	nobody need wait a single moment before starting to improve the world".		
Communicate social science knowledge to a world shared by all people and held in trust for future generations.	essential part of the course. Students learned the essential principles and	Again, I believe that students reacted very positive, they asked serious questions and they were able to assess their pre-conceived ideas in the light of this course.	discussions, examinations and group papers. Students had to develop

## UNIVERSITY OF SAN FRANCISCO

Core Area: Social Sciences

Spring 2007

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Engage in the systematic and logical study of human beings and their interrelationships, with an appreciation of human diversity.	Response papers, midterm and final exam questions, in-class discussion, incl. class-wide comparative assignment	Student performance assessed through evaluation techniques appropriate to assignment.	Cotinued modification of syllabus readings and assignments to achieve stated outcomes.
Employ one or more social science methods or social science theories and philosophies.	Response papers, midterm exam questions, in-class discussion, incl. class-wide comparative assignment	see above	see above
Analyze explanations of human behavior, human relations, or human institutions.	Response papers, midterm and final exam questions, in-class discussion, incl. class-wide comparative assignment	see above	see above
Apply social science knowledge to contemporary social problems, including ways to improve the human condition and promote justice.	Final exam questions, inclass discussion, incl. class-wide comparative assignment	see above	see above
Understand and demonstrate social responsibility.	In-class discussion, incld. class-wide comparative assignment	see above	see above
Communicate social science knowledge to a world shared by all people and held in trust for future generations.	Response papers, midterm and final exam questions, in-class discussion, incl. class-wide comparative assignment	see above	see above

## UNIVERSITY OF SAN FRANCISCO

Core Area: Social Sciences

Spring 2007

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Engage in the systematic and logical study of human beings and their interrelationships, with an appreciation of human diversity.			
Employ one or more social science methods or social science theories and philosophies.			
Analyze explanations of human behavior, human relations, or human institutions.			
Apply social science knowledge to contemporary social problems, including ways to improve the human condition and promote justice.			
Understand and demonstrate social responsibility.			
Communicate social science knowledge to a world shared by all people and held in trust for future generations.			

#### UNIVERSITY OF SAN FRANCISCO

**Core Area: Social Sciences** 

Spring 2007

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Engage in the systematic and logical study of human beings and their interrelationships, with an appreciation of human diversity.	Take Home Essay exams; Class Participation; Video Reports; Analyzing Legal Cases	100% of class received C- or higher for the Take Home Essays; Class participation; Video reports; Analyzing legal cases	Will increase class discussions somewhat, and reduce lectures
Employ one or more social science methods or social science theories and philosophies.	Take Home Essay exams; Class participation; Video reports; Analyzying Legal Cases	100% of class received C- or higher for the Take Home Essays; Class participation; Video reports; Analyzing legal cases	Will increase class discussions somewhat, and reduce lectures
Analyze explanations of human behavior, human relations, or human institutions.	Take Home Essay exams; Class participation; Video reports; Analyzying Legal Cases	100% of class received C- or higher for the Take Home Essays; class participation; video reports; analyzing legal cases	Will increase class discussions somewhat, and reduce lectures
Apply social science knowledge to contemporary social problems, including ways to improve the human condition and promote justice.	Take Home Essay exams; Class participation; Video reports; Analyzying Legal Cases	100% of class received C- or higher for the Take Home Essays; class participation; video reports; analyzing legal cases	Will increase class discussions somewhat, and reduce lectures increase
Understand and demonstrate social responsibility.	Take Home Essay exams; Class participation; Video reports; Analyzying Legal Cases	100% of the class received C- or higher for the Take Home Essays; class participation; video reports; analyzing legal cases	Will increase class discussions somewhat, and reduce lectures increase
Communicate social science knowledge to a world shared by all people and held in trust for future generations.	Take Home Essay exams; Class participation; Video reports; Analyzying Legal Cases	100% of the class received C- or higher for the Take Home Essays; class participation; video reports; analyzing legal cases	Will increase class discussions somewhat, and reduce lectures increase

#### Additional evidence that the general core learning outcomes are being met:

This is a course on law, politics and the national pastime. It uses sports (and baseball, in particular) to examine U.S. history, politics, economics, society, culture, and the American dream. Students examine legal 8 May 2009

and political case studies, thus enhancing their analytical skills. Students gain insights into controversial social and political issues, such as race and gender relations, labor-management conflict, mass media, commercialization, the legal process, economic justice, civil liberties, and war and peace.

## UNIVERSITY OF SAN FRANCISCO

Core Area: Social Sciences

Spring 2007

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Engage in the systematic and logical study of human beings and their interrelationships, with an appreciation of human diversity.	<ul><li>Weekly short answer responses to readings.</li><li>Five examinations, MC and SA.</li></ul>		
Employ one or more social science methods or social science theories and philosophies.	- Read, discussed in class, hands-on exposure to various research methods.		
Analyze explanations of human behavior, human relations, or human institutions.			
Apply social science knowledge to contemporary social problems, including ways to improve the human condition and promote justice.			
Understand and demonstrate social responsibility.			
Communicate social science knowledge to a world shared by all people and held in trust for future generations.			

## UNIVERSITY OF SAN FRANCISCO

Core Area: <u>Social Sciences</u>

Spring 2007

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Engage in the systematic and logical study of human beings and their interrelationships, with an appreciation of human diversity.	students will be tested on major sociological theories, terms, and concepts.	Class average for midterm = B-	In the future, I will administer pop quizes before the midterm as well as after. The midterm is consistently the area of poorest overall performance due to underdeveloped analytic skills.
Employ one or more social science methods or social science theories and philosophies.	Students conduct their own sociological studies and write it as though they were going to submit it to a research-based journal.	Students performed well on this, including attached appendices on interview and survey results. The "limitations" sections demonstrated that they had learned to think about and possible revise research efforts.	Limit the scope of possible topics to prevent students from taking on more than they can reasonably achieve in a semester-long course.
Analyze explanations of human behavior, human relations, or human institutions.	Small group projects in the larger community, where students observe sociological phenomena across 2 distinct regions in San Francisco.	Excellent projects and presentations and an opportunity to incorporate audio/visual technology. Also a great way for 1 <sup>st</sup> -yr students to become familiar with San Francisco via the lense of institutional analysis.	Ask for more specific and intentional "sites" in San Francisco rather than free-floating locations such a "downtown" or "The Mission." Encourage students to think more about the unique intersections of particular locations not just geographically, but according to time.
Apply social science knowledge to contemporary social problems, including ways to improve the human condition and promote justice.	At the end of the semester, students engage in a debate selected by me but based on their recommendations.	Great activity, especially later in the semester when students are more familiar with sociological terminology and current events.	Encourage more even class participation by requiring students to discusss as a group before the debate and asking that each student be prepared to contribute an opinion, point, or counterpoint.
Understand and demonstrate social responsibility.	At many points during the semester, students interview each other about an issue related to that	Good opportunity to personally reflect on one's own relationship to a social issue and to also consider the role and responsibility of being	More of these. Once a week would be ideal. Maybe spread up the class more so it isn't so noisy and people aren't concerned about other dyads

	week's course topic.	trusted as an interviewer. Debriefing conversations focus on reflexivity and relativism.	listening in on conversations.
Communicate social science knowledge to a world shared by all people and held in trust for future generations.	Current events presentations selected and administered by each individual.	reduce the 'performance' pressure and highlight the importance of	

Additional evidence that the general core learning outcomes are being met:Positive student evaluations, passion from students about issues that matter to them, increased tolerance and development of culturally-situated thinking.

## Core Assessment Matrix (CAM)

## UNIVERSITY OF SAN FRANCISCO

Core Area: Social Sciences

Spring 2007

	(2)		(4)
(1)	Measurement of	(3)	Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
Engage in the systematic and logical study of human beings and their interrelationships, with an appreciation of human diversity.	This course has as its purpose a survey of the fundamental tools, concepts, and theories of microeconomics, particularly in terms of their practical application to business decision-making. The course includes a review of contemporary economic trends, supply-and-demand analysis; consumer behavior; price determination; international trade and finance; and the emerging contours of globalization, privatization and deregulation.  A comprehensive mid-term examination is designed to capture student understanding of the subject matter. Problems are assigned every class to ascertain students' understanding of the subject	The students discuss / present the answers to the problems every class and the instructor answers any lingering questions on the subject matter covered in the previous class. Examinations test the students understanding of the subject matter, as well.	This method of class instructions, supplemented with case study DVDs, problem assignments, and discussion followed by an exam, has been used successfully in several courses in the curriculum.
Employ one or more social	matter covered.  Mathematics, science theories,	The results are a thorough	These successful methods
science methods or social science theories and philosophies.	analytical techniques, financial modeling, sampling and research are but few of the methodologies employed in this course.	understanding of regulatory economics, supply and demand, international trade, international finance, and financial markets.	have been summarized in an effective action plan employed throughout the course.

5/8/2009 Page 1 of 4

## UNIVERSITY OF SAN FRANCISCO

# Core Area: <u>Social Sciences</u> Spring 2007

	(2)		(4)
(1)	Measurement of	(3)	Assessment Informed
<b>Student Learning Outcomes</b>	Evidence	Summary Results	Improvements
Analyze explanations of human behavior, human relations, or human institutions.	Demand analysis, labor economics, and producer and consumer decisions are all examined in the context of human behavior and interactions.	Students bring in examples from their respective workplaces which are discussed and analyzed in the context of human knowledge and interactions.  The students are evaluated on their performance and graded based on their examination and research on the fundamental principles involved.	Continue current approach as essential part of learning microeconomics.
Apply social science knowledge to contemporary social problems, including ways to improve the human condition and promote justice.	Paul Salman's videos are presented to test understanding of the subject matter covered.  Students are assessed by giving them case studies to analyze, interpret, and comment on.	Student performance is closely monitored throughout the course so that progress through understanding of basic economic concepts is determined.	Continuing to understand microeconomics in the context of the entire curriculum in this Applied Economics program is emphasized.

- Page 2 of 4 -5/8/2009

## UNIVERSITY OF SAN FRANCISCO

Core Area: Social Sciences

Spring 2007

	(2)		(4)
(1)	Measurement of	(3)	Assessment Informed
<b>Student Learning Outcomes</b>	Evidence	Summary Results	Improvements
Understand and demonstrate social responsibility.	The course also examines the microeconomic environment of unfolding developments in electronic commerce, including business-to-business and business-to-consumer digitization of the economy.  In addition to the materials indicated under "required readings," students are also encouraged to register for regular downloaded weekly information via these websites: www.economist.com; www.frbsf.org.  Understanding social responsibility is presented and students encouraged to demonstrate their individual successes through class	Students evolve on this important parameter through introspection and reflection of each others' presentations. The instructor evaluates the results and augments as needed with his personal work experiences.	More examination of issues in the workplace and application of fundamental economic principles to interpretation and speedy resolution is intended to be infused into the curriculum.
Communicate social science	discussions.  The application of the	Dissecting economic	Recognizing the significance
knowledge to a world shared by all people and held in trust for future generations.	principles learned in the course to their lives outside the classroom is encouraged.	disintermediation and re- intermediation via networked commerce and understanding these phenomena in terms of the metamorphosis of the post-industrial economy.	of continued education in this arena, the course aims to be a catalyst to enhance student knowledge, diligence, and participation through dialog and mutually beneficial exchange of information.

Additional evidence that the general core learning outcomes are being met::

5/8/2009 - Page 3 of 4 -

#### UNIVERSITY OF SAN FRANCISCO

Core Area: Social Sciences

Spring 2007

Surveying the business cycle, and understanding its role in influencing a firm's forecasting, planning and long-range profitability;

Identifying the techniques of fiscal and monetary policy, and the role of the Federal Reserve System in managing the business landscape;

Identifying and applying the determinants of price setting in competitive markets;

Applying and forecasting supply-and-demand and production schedules;

Explaining macro-equilibrium and its relationship to a firm's production cycle, relationship to suppliers and consumers, and inventory management;

Elaborating current issues of macroeconomic analysis which impinge on business behavior, among them: deregulation and privatization; the unfolding international financial system and international development;

In accomplishing these objectives, students will develop a better understanding of the world around them, their role in an ever changing society, and how they can contribute effectively and purposefully.

- Page 4 of 4 -

## UNIVERSITY OF SAN FRANCISCO

Core Area: <u>Social Sciences</u>

Spring 2007

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Engage in the systematic and	Course is primarily	Students appear to enjoy active class	This is the basis of my teaching
logical study of human beings and	concerned with the manner	participation and review. Their	methodology and evaluation. I find it
their interrelationships, with an	in which consumers and	answers are generally stronger during	to be successful based on the quality
appreciation of human diversity.	firms make economic	this class discussion than on in-class	of answers given by the students.
	decisions.	exams. Take-home exams answers are	I employ this methodology in nearly
	In each class meeting,	stronger.	all my courses.
	students are actively	'Examining' students orally as	
	engaged in answering my	discussed above provides the students	
	review questions as well as	the motivation to work harder and	
	in discussion of	master the concepts. The students also	
	applications. Students have	earn a 'participation' grade for the	
	exams both in-class and	course.	
	'take-away.' Exams consist of definitions and short	I'm ganarally placed with the regults	
	questions. These questions	I'm generally pleased with the results.	
	focus on the core concepts		
	learned as well as		
	applications.		
Employ one or more social science	Mathematical formulations	Students appreciate decision-making	This standard approach is successful,
methods or social science theories	and graphical illustrations	skills.	given the subject matter, by all
and philosophies.	are used to convey the	Graphical illustrations and	accounts and measures.
	concepts.	mathematical formulae are more	
		difficult for the students. Connecting	
	Economic history and the	the logic behind these the students	
	development of economic	find helpful and more intuitive.	
	thought (economic	Applications	
	philosophies) are explored, including alternative	Applications, including environmental issues such as	
	analysis. Themes from	pollution abatement, help the students	
	psychology are	understand the more theoretical	
	incorporated (consumer	concepts.	

	111) D. C.	TD1 ' 1'1 1	
	behavior). Benefit-cost	The economic philosophy appears to	
	analysis at various levels of	open the minds of the students to,	
	decision-making is	among other things, current debates	
	discussed at different times	on policy.	
	in the course.		
Analyze explanations of human	Consumer theory, labor	Based on student responses in class	This standard approach is successful,
behavior, human relations, or	markets, and government	and on exams, there is a good amount	given the subject matter, by all
human institutions.	regulations regarding	of interest and comprehension in	accounts and measures.
	competition are applicable.	consumer behavior and game theory	
	Criticisms of the standard	models.	
	"rational consumer"		
	concept are explored.		
	labor union and		
	management negotiations		
	are explored via game		
	theory. Game theory is also		
	used to discuss strategic		
	choice selection.		
Apply appiel spigned Impayledge to		Through examinations and	Discussion of those topics will
Apply social science knowledge to	, ,	$\mathcal{C}$	Discussion of these topics will
contemporary social problems,	shortages, minimum wage,	discussion, students show at least a	continue in the manner addressed
including ways to improve the	living wage, income	fair understanding of these social	above. These are important and
human condition and promote	inequalities and	topics. Redistribution policies and	relevant issues in applied economics.
justice.	redistribution are some of	different views of income inequalities	
	the relevant topics	spur greater student interest, perhaps.	
	discussed.		
Understand and demonstrate social	Market failures,	Greater student awareness indicated	A bit more focus on recent events
responsibility.	government failures,	in class discussion. Students achieve a	and legislation in the business and
	government regulations	better understanding of the roles of	consumer realms.
	and corporate social	government and social responsibility.	
	responsibility are general	They also gain knowledge of a very	
	topics covered. In addition,	useful tool in decision-making which	
	benefit/cost analysis is	they will apply in their personal and	
	taught as a tool for	work lives.	
	decision-making, that is		
	often relevant for these		
	topics. Antitrust legislation		
	is discussed, as well.		
	15 01500500, 05 11011.		

Communicate social science	Students gain an	During class discussion, students	Continue to stress the importance of
knowledge to a world shared by all	understanding of resource	express a new awareness of	understanding economics, social
people and held in trust for future	constraints and difficulties	economics, constraints, and decision-	responsibility, and global
generations.	and tools of decision-	making.	stewardship, in light of the prevalent
	making. They learn correct		self-centeredness in our society.
	economic terminology	Often students demonstrate this	
	1	knowledge in subsequent courses.	
	economic theory relevant		
	to their daily lives.	Their understanding of these topics	
		and social responsibility is	
		presumably demonstrated in their	
		jobs.	

## UNIVERSITY OF SAN FRANCISCO

Core Area: <u>Social Sciences</u>

Spring 2007

	(2)		(4)
(1)	Measurement of	(3)	Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
Engage in the systematic and	AE 321 focuses on human	Student in-class session leadership	Given the success of the student
logical study of human beings and	interaction in economic	and responses depict higher overall	answer development and mini-
their interrelationships, with an	settings; particularly, the	comprehension.	discussion leadership format, it has
appreciation of human diversity.	satisfaction of needs and	Direct student-instructor feedback	been expanded to more courses.
	wants through human	indicates superior preparation and	
	exchanges, and the market	comprehension.	
	structures that facilitate	Student skill-building in answer	
	them.	development, summarization, and	
	Each session, selected	oral presentation is an important bi-	
	students have	product of process.	
	responsibility for	Short-answer mid-term and final	
	developing answers to	examinations provide instructor much	
	questions on the assigned	more accurate and complete	
	readings, and for leading	understanding of students'	
	the class in discussion and	comprehension; opportunity for	
	analysis of those questions.	remedial attention to topics about	
	Mid-term and final	which there is cohort-wide	
	examinations are of the	misunderstanding.	
	short-answer type,	89 average versus 82 average scores	
	designed to capture student	in last AE 321 taught without above	
	understanding of the	approaches.	
	subject matter rather than		
	meeting any pre-		
	determined grade		
	distribution or "curve."		
Employ one or more social science	A number of economic	Use of multiple social science	Multiple methods and theoretical
methods or social science theories	theories are presented in	theories and methods enables students	orientations are being used as often
and philosophies.	AE 321.	to compare and contrast alternate	as time and course learning
	Symbol/mathematical-	ways of viewing economic concepts.	objectives allow.
	based analytical techniques	For example, both Cournot and Nash	
	are employed, as are	equilibria are discussed in examining	

			-
	hypothesis-testing, survey	competitive responses; both	
	sampling and research, and	regulatory oversight (introduced by	
	other methodologies which	Hardin's "Tragedy of the Common")	
	draw on sociology,	and Coase's Theorem are used to	
	psychology, history.	examine how negative externalities	
		may be minimized.	
Analyze explanations of human	AE 321 looks at human	By analyzing economic explanations	Continue current approach as
behavior, human relations, or	behavior via economic	of human behavior, students are able	essential part of learning
human institutions.	roles and responsibilities:	to comprehend the value of:	microeconomics.
	as consumer (demand/	managers' recognizing individual	
	consumption); manager	employee preferences; the limitations	
	(resource allocation and	of "one-size-fits-all" approaches to	
	cost minimization);	compensation; and the relationship of	
	regulator	appropriate job roles and	
	(governance/control), etc.	organizational structures to	
	Such concepts as Maslow's	productivity.	
	hierarchy, "economic	Both student examination results and	
	man," agency theory, and	their workplace experimentation	
	alternate compensation	confirm the comprehension and value	
	models are used to	of such explanations.	
	examine human economic	of such explanations.	
	behavior and such		
	behavioral influencers as		
	incentives/disincentives,		
	opportunities, constraints,		
	minimization/optimization,		
	and so forth.		
Apply social science knowledge to	AE 321 fosters interactive	Student awareness of contemporary	Continue approach, which makes
contemporary social problems,	discussions of the options	social problems is heightened by the	important contribution to "applied"
including ways to improve the	open to private and public	use of topical examples – such as rent	•
			dimension of this Applied Economics course.
human condition and promote	decision-makers in meeting	control, income inequality, and land	Economics course.
justice.	current social needs, as	use restrictions – in lecture,	
	well as alternate theories of	classroom discussion, and	
	both employing and	examinations.	
	conserving and limited	Assessment demonstrated marker	
	resources.	increases in student awareness of	
	Text questions for student	social problems between the first and	
	response and mini-session	last course sessions.	
	leadership, as well as		

Both the theoretical and practical aspects of corporate responsibility, business ethics, legal/regulatory compliance, etc. are discussed, as are alternative social responsibility. The roles and limitations of the free market in fostering ethical behavior are given significant attention.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future  Both the theoretical and practical aspects of corporate responsibility, and outgrowth of AE 321's presentation of social responsibility within the same economic context with which students must be familiar in order to complete the program.  By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsible, students gain a more realistic picture of social responsibility devoid of true conter in respecting and protecting the interests of others.  Facing — those individuals and firm who truly would be sociall responsibility in actoon.  By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility?'s content, value, importance, challenges, constraints.  In their post-AE321 courses, and particularly in their final capstone course explicit class exercise course in the AE program, students	<del></del>			
Understand and demonstrate social responsibility.  AE 321 is presented from both positivist and value-oriented perspectives. Both the theoretical and practical aspects of corporate responsibility, business ethics, legal/regulatory compliance, etc. are discussed, as are alternative social, cultural and political perspectives of social responsibility. The roles and limitations of the free market in fostering ethical behavior are given significant attention.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future  AE 321 is presented from both positivist and value-oriented perspectives. Social responsibility, both in the classroom and in their personal lives, is an outgrowth of AE 321's presentation of social responsibility within the same economic context with which students must be familiar in order to complete the program. By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility, social responsibility, and to complete the program. By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility, social responsibility, and to complete the program. By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility, social responsibility, and to complete the program. By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility, social responsibility, actually in order to complete the program. By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility, social responsibility, devoid of true conter in respective program. By examining both the costs and benefits of the free market's role, and to 2) counteract the politically	<u>'</u>	*		
Understand and demonstrate social responsibility.  AE 321 is presented from both positivist and value-oriented perspectives. Both the theoretical and practical aspects of corporate responsibility, business ethics, legal/regulatory compliance, etc. are discussed, as are alternative social, cultural and political perspectives of social responsibility. The roles and limitations of the free market in fostering ethical behavior are given significant attention. The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future  AE 321 is presented from both positivist and value-oriented perspectives of social responsibility, business om and in their personal lives, is an outgrowth of AE 321's presentation of social responsibility within the same economic context with which students must be familiar in order to complete the program. By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility, students gain a more real-world examples to I size trengthen students' understanding of the value of — and challenge sale fresponsibility within the same economic context with which students must be familiar in order to complete the program. By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility, so content, value, importance, challenges, constraints.	<u>'</u>	employ social problems as		
both positivist and value- oriented perspectives. Both the theoretical and practical aspects of corporate responsibility, business ethics, legal/regulatory compliance, etc. are discussed, as are alternative social, cultural and political perspectives of social responsibility.  The roles and limitations of the free market in fostering ethical behavior are given significant attention.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future or entered perspectives. Both the theoretical and paractical and value or described because of social responsibility, both in the classroom and in their personal lives, is an outgrowth of Social responsibility within the same economic context with which students must be familiar in order to complete the program. By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility's content, value, importance, challenges, constraints.  Extrengthen students' understandin of the value of — and challenge facing – those individuals and firm who truly would be sociall responsibility mith the same economic context with which students must be familiar in order to complete the program. By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility's content, value, importance, challenges, constraints.  Extregthen students' understandin of the value of — and challenge facing – those individuals and firm who truly would be sociall responsibility within the same economic context with which students must be familiar in order to complete the program.  By examining both the costs and benefits of the free market's role, and actual corporate responsibility.  The roles and limitations of the free market's role, and interest social responsibility, content, value, importance, c	!	subjects.		
both positivist and value- oriented perspectives. Both the theoretical and practical aspects of corporate responsibility, business ethics, legal/regulatory compliance, etc. are discussed, as are alternative social, cultural and political perspectives of social responsibility.  The roles and limitations of the free market in fostering ethical behavior are given significant attention.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future or entered perspectives. Both the theoretical and paractical and value or described because of social responsibility, both in the classroom and in their personal lives, is an outgrowth of Social responsibility within the same economic context with which students must be familiar in order to complete the program. By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility's content, value, importance, challenges, constraints.  Extrengthen students' understandin of the value of — and challenge facing – those individuals and firm who truly would be sociall responsibility mith the same economic context with which students must be familiar in order to complete the program. By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility's content, value, importance, challenges, constraints.  Extregthen students' understandin of the value of — and challenge facing – those individuals and firm who truly would be sociall responsibility within the same economic context with which students must be familiar in order to complete the program.  By examining both the costs and benefits of the free market's role, and actual corporate responsibility.  The roles and limitations of the free market's role, and interest social responsibility, content, value, importance, c	<u>'</u>	_		
both positivist and value- oriented perspectives. Both the theoretical and practical aspects of corporate responsibility, business ethics, legal/regulatory compliance, etc. are discussed, as are alternative social, cultural and political perspectives of social responsibility.  The roles and limitations of the free market in fostering ethical behavior are given significant attention.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future or in the classroom and in their personal lives, is an outgrowth of AE 321's presentation of social responsibility, both in the classroom and in their personal lives, is an outgrowth of AE 321's presentation of social responsibility within the same economic context with which students must be familiar in order to complete the program. By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility's content, value, importance, challenges, constraints.  In their post-AE321 courses, and particularly in their final capstone course in the AE program, students and to 2) counteract the politically responsibility and to 2) counteract the politically responsibility charged and banal demands for the responsibility of the free market's role, and actual corporate efforts to be responsibility's content, value, importance, challenges, constraints.				
oriented perspectives. Both the theoretical and practical aspects of corporate responsibility, business ethics, legal/regulatory compliance, etc. are discussed, as are alternative social, cultural and political perspectives of social responsibility. The roles and limitations of the free market in fostering ethical behavior are given significant attention.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future  oriented perspectives. Both the theoretical and practical aspects of social responsibility, businesses to assess the value of their presonal lives, is an outgrowth of AE 321's presentation of social responsibility within the same economic context with which students must be familiar in order to complete the program.  By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility's content, value, importance, challenges, constraints.  By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility's content, value, importance, challenges, constraints.  In their post-AE321 courses, and particularly in their final capstone course in the AE program, students				
Both the theoretical and practical aspects of corporate responsibility, business ethics, legal/regulatory compliance, etc. are discussed, as are alternative social, cultural and political perspectives of social responsibility. The roles and limitations of the free market in fostering ethical behavior are given significant attention. The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future  Both the theoretical and practical aspects of corporate responsibility, businesses the value of their social and printing properties and the program. By examining both the costs and benefits of the free market is rote, and actual corporate efforts to be responsibility is content, value, importance, challenges, constraints.  By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility so content, value, importance, challenges, constraints.  By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility is content, value, importance, challenges, constraints.  By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility is content, value, importance, challenges, constraints.  By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility in content to complete the program.  By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility. The roles and limitations of the free market's role, and actual corporate efforts to be responsibility occupant to provide a program.  By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility and to 2) counteract the politically charged and banal	responsibility.	both positivist and value-	social responsibility, both in the	strengthen students' understanding
Both the theoretical and practical aspects of corporate responsibility, business ethics, legal/regulatory compliance, etc. are discussed, as are alternative social, cultural and political perspectives of social responsibility. The roles and limitations of the free market in fostering ethical behavior are given significant attention. The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future  Both the theoretical and practical aspects of corporate responsibility, businesses the value of their social and printing properties and the program. By examining both the costs and benefits of the free market is rote, and actual corporate efforts to be responsibility is content, value, importance, challenges, constraints.  By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility so content, value, importance, challenges, constraints.  By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility is content, value, importance, challenges, constraints.  By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility is content, value, importance, challenges, constraints.  By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility in content to complete the program.  By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility. The roles and limitations of the free market's role, and actual corporate efforts to be responsibility occupant to provide a program.  By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility and to 2) counteract the politically charged and banal	<u>'</u>	oriented perspectives.	classroom and in their personal lives,	of the value of – and challenges
practical aspects of corporate responsibility, business ethics, legal/regulatory compliance, etc. are discussed, as are alternative social, cultural and political perspectives of social responsibility. The roles and limitations of the free market in fostering ethical behavior are given significant attention.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future  practical aspects of corporate responsibility, within the same economic context within the same economic context with which students must be familiat in order to complete the program. By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility, devoid of true conter in respecting and protecting the responsibility's content, value, importance, challenges, constraints.  In their post-AE321 courses, and particularly in their final capstone their course explicit class exercise course in the AE program, students	<u>'</u>	Both the theoretical and	is an outgrowth of AE 321's	facing – those individuals and firms
corporate responsibility, business ethics, legal/regulatory compliance, etc. are discussed, as are alternative social, cultural and political perspectives of social responsibility. The roles and limitations of the free market in fostering ethical behavior are given significant attention.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future  corporate responsibility, within the same economic context with which students must be familiar in order to complete the program. By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsible, students gain a more responsibility's content, value, importance, challenges, constraints.  within the same economic context with which students must be familiar in order to complete the program. By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility 's content, value, importance, challenges, constraints.	<u>'</u>	practical aspects of		
business ethics, legal/regulatory compliance, etc. are discussed, as are alternative social, cultural and political perspectives of social responsibility. The roles and limitations of the free market in fostering ethical behavior are given significant attention. The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future  business ethics, legal/regulatory compliance, etc. are discussed, as are alternative social, cultural and political perspectives of social responsibility. The roles and limitations of the free market's role, and actual corporate efforts to be responsibility's content, value, importance, challenges, constraints.  with which students must be familiar in order to complete the program. By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility, devoid of true conter in responsibility, devoid of true conter in responsibility, in responsibility's content, value, importance, challenges, constraints.  With which students must be familiar in order to complete the program.  By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility's content, value, importance, challenges, constraints.  For a powerful example of "real world" corporate responsibility in action.  An understanding of resource constraints, using the common language of with the costs and benefits of the free market's role, and actual corporate efforts to be responsibility, content, value, importance, challenges, constraints.  In their post-AE321 courses, and All AE faculty encouraged to add to the program.  All AE faculty encouraged to their course explicit class exercise and discussion to foster attention to the program.  By examining both the costs and benefits or the program.  By examining both the costs and a	!			
legal/regulatory compliance, etc. are discussed, as are alternative social, cultural and political perspectives of social responsibility. The roles and limitations of the free market in fostering ethical behavior are given significant attention. The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future  legal/regulatory compliance, etc. are discussed, as are alternative social, cultural and political perspectives of social responsibility, beyoid of true conter in respecting and protecting the content, value, importance, challenges, constraints.  By examining both the costs and benefits of the free market's role, and actual corporate efforts to be realistic picture of social responsibility, devoid of true content in respecting and protecting the interests of others.  By examining both the costs and benefits of the free market's role, and actual corporate efforts to be responsibility, devoid of true content in responsibility. The roles and limitations of the free market is picture of social responsibility, devoid of true content in responsibility. The roles and limitations of the responsibility of social responsibility, devoid of true content in responsibility. The roles and protecting the content of superficial evidence of social responsibility. The roles and benefits of the free market's role, and benefits of the protein factual corporate responsibility.	!			
compliance, etc. are discussed, as are alternative social, cultural and political perspectives of social responsibility. The roles and limitations of the free market in fostering ethical behavior are given significant attention. The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future  Common language of	!			
discussed, as are alternative social, cultural and political perspectives of social responsibility.  The roles and limitations of the free market in fostering ethical behavior are given significant attention.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future  discussed, as are alternative social, cultural and political perspectives of social, cultural and political perspectives of social responsibility. The roles and limitations of the free market's role, and actual corporate efforts to be responsibile, students gain a more realistic picture of social responsibility's content, value, importance, challenges, constraints.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future  discussed, as are alternative social, cultural actual corporate efforts to be responsibility. The foremarket's role, and actual corporate efforts to be responsibility. The roles and limitations of the free market's role, and actual corporate efforts to be responsibility in responsibility.  The roles and limitations of the free market's role, and actual corporate efforts to be responsibility. The social and protecting the interests of others.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers				
alternative social, cultural and political perspectives of social responsibility. The roles and limitations of the free market in fostering ethical behavior are given significant attention.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future  actual corporate efforts to be responsible, students gain a more realistic picture of social responsibility's content, value, importance, challenges, constraints.  In their post-AE321 courses, and particularly in their final capstone their course explicit class exercise course in the AE program, students and discussion to foster attention to the responsibility and actual corporate efforts to be responsible, students gain a more realistic picture of social responsibility's content, value, importance, challenges, constraints.  In their post-AE321 courses, and particularly in their final capstone course in the AE program, students and discussion to foster attention to the section of the responsibility in action.				*
and political perspectives of social responsibility. The roles and limitations of the free market in fostering ethical behavior are given significant attention.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future  and political perspectives of social responsibility. The roles and limitations of the free market in fostering ethical behavior are given significant attention.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  In their post-AE321 courses, and particularly in their final capstone course in the AE program, students and discussion to foster attention to		1		
of social responsibility. The roles and limitations of the free market in fostering ethical behavior are given significant attention. The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future  of social responsibility. The roles and limitations of the free market in fostering ethical behavior are given significant attention. The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  In their post-AE321 courses, and particularly in their final capstone course in the AE program, students and discussion to foster attention to the free market in fostering responsibility's content, value, importance, challenges, constraints.		*	<u> </u>	
The roles and limitations of the free market in fostering ethical behavior are given significant attention.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future  The roles and limitations of the free market in fostering ethical behavior are given significant attention.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful				interests of others.
the free market in fostering ethical behavior are given significant attention.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future the common language of time post-AE321 courses, and particularly in their final capstone course in the AE program, students and discussion to foster attention to the common language of the commo	!			
ethical behavior are given significant attention. The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future  ethical behavior are given significant attention.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  In their post-AE321 courses, and particularly in their final capstone course in the AE program, students and discussion to foster attention to the standard program and the particularly in their final capstone course in the AE program, students				
significant attention. The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future knowledge of the common language of the common language of the common language of the common language of the common trust for future significant attention.  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  In their post-AE321 courses, and particularly in their final capstone course in the AE program, students and discussion to foster attention to		C	importance, challenges, constraints.	
The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future  The instructor's work with businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  In their post-AE321 courses, and particularly in their final capstone their courses explicit class exercise course in the AE program, students and discussion to foster attention to				
businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future businesses to assess the value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  In their post-AE321 courses, and particularly in their final capstone their courses explicit class exercise course in the AE program, students and discussion to foster attention to		significant attention.		
value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future value of their social and philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  In their post-AE321 courses, and particularly in their final capstone their courses explicit class exercise course in the AE program, students and discussion to foster attention to	!	The instructor's work with		
philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future philanthropic efforts offers a powerful example of "real world" corporate responsibility in action.  In their post-AE321 courses, and knowledge to a world shared by all particularly in their final capstone their courses explicit class exercise course in the AE program, students and discussion to foster attention to the common language of the common to the common to the common language of the common to the common language of the common to the common language of th		businesses to assess the		
a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future the common language of the common la		value of their social and		
a powerful example of "real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future the common language of the common la		philanthropic efforts offers		
"real world" corporate responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future the common language of the corporate responsibility in action.  In their post-AE321 courses, and particularly in their final capstone their courses explicit class exercise course in the AE program, students and discussion to foster attention to the common temporary temporary to the common temporary temporar				
responsibility in action.  Communicate social science knowledge to a world shared by all people and held in trust for future knowledge to a world shared by all people and held in trust for future the common language of course in the AE program, students and discussion to foster attention to the common language of course in the AE program, students and discussion to foster attention to the common language of course in the AE program, students and discussion to foster attention to the common language of course in the AE program, students and discussion to foster attention to the common language of course in the AE program, students and discussion to foster attention to the common language of course in the AE program, students and discussion to foster attention to the common language of course in the AE program, students and discussion to foster attention to the common language of course in the AE program, students and discussion to foster attention to the common language of course in the AE program, students and discussion to foster attention to the common language of course in the AE program, students and discussion to foster attention to the common language of course in the AE program, students and discussion to foster attention to the course in the course constraints, using the course constraints, using the course constraints are constraints.				
Communicate social science knowledge to a world shared by all people and held in trust for future Rouse for				
knowledge to a world shared by all presource constraints, using people and held in trust for future the common language of the course in the AE program, students and discussion to foster attention to	Communicate social science		In their post-AF321 courses and	All AE faculty encouraged to add to
people and held in trust for future the common language of course in the AE program, students and discussion to foster attention to				
				*
	generations.			the relationship between social
analysis, offers a powerful awareness of resource constraints and science and shared stewardship.				science and shared stewardship.
means of analyzing the the need for their preservation.			the need for their preservation.	
trade-offs and limitations				
of decision-making in the In the final project in the program in				
private, public, and not-for- AE492, students demonstrate their				
profit arenas. awareness of the relevance of social		profit arenas.	awareness of the relevance of social	

E			
I	In order to make good	science to the causes of shared	
c	choices, particularly in	stewardship and preservation.	
p	positions of public		
re	responsibility, individuals	Students go on to positions of	
n	must have stronger	responsibility in business,	
d	decision-making skills than	government, and the not-for-profit	
l tl	those afforded by intuition	sector and demonstrate their	
0	or "common sense."	understanding of social science.	
E	Economics plays a key role		
b	by providing a framework		
fe	for structuring,		
re	researching, evaluating,		
a	and selecting among		
a	alternative resource-		
c	consumptive options that		
a	affect social well-being on		
a	a global basis.		

Additional evidence that the general core learning outcomes are being met: Student selection of their Service Learning projects, and, more importantly, the post-course decisions they make about career direction, further education, etc., reflect knowledge they obtained in AE 321 in the areas of social responsibility, the management of world resources, and the importance of understanding the cultural and ethnic orientations of others.

## UNIVERSITY OF SAN FRANCISCO

Core Area: <u>Social Sciences</u>

Spring 2007

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Engage in the systematic and logical study of human beings and their interrelationships, with an appreciation of human diversity.	This course includes a review of how markets work, how decisions are made, what role the government plays, contemporary economic trends, supply-and-demand analysis; consumer behavior; price determination; international trade and finance; and the emerging contours of globalization, privatization and deregulation. The two exams are of the shortanswer type, designed to capture student understanding at a deeper level.	On-going discussion accomplishes this outcome. Examinations test the students understanding of the subject matter, as well.	Continually asking if the said outcome is in place, if not, make adjustments accordingly.
Employ one or more social science methods or social science theories and philosophies.	Graphical analysis, simple mathematics, and other analytical techniques are used in the course. In addition, fields of psychology, sociology, and political science also have an inluence on the teaching and learning.	The results are a thorough understanding of how markets work, regulatory economics, supply and demand, externalities, international trade, international finance, and financial markets.	Continually asking if the said outcome is in place, if not, make adjustments accordingly.

Analyze explanations of human behavior, human relations, or	Supply and Demand analysis, player incentives,	Students bring in examples from their respective workplaces and their	Continually asking if the said outcome is in place, if not, make
human institutions.	labor economics,	personal lives for discussion. The	adjustments accordingly.
	government behavior in	students are also evaluated on their	,
	determining intervention,	performance and graded based on	
	and producer and consumer	their examination on the fundamental	
	decisions are all examined	principles involved.	
	in the context of human		
	behavior and interactions.		
Apply social science knowledge to	Every class, articles from	Students bring in examples from their	Continually asking if the said
contemporary social problems,	the WSJ and the Economist	respective workplaces and their	outcome is in place, if not, make
including ways to improve the	magazine are read and	personal lives for discussion. The	adjustments accordingly.
human condition and promote	discussed in the context of	students are also evaluated on their	
justice.	improving human condition. Environmental	performance and graded based on their examination on the fundamental	
	impact, rent control,	principles involved.	
	shortages, minimum wage,	principles involved.	
	income inequalities and		
	redistribution are some of		
	the relevant topics		
	discussed.		
Understand and demonstrate social	In addition to discussing	Class discussions often lead to deeper	Continually asking if the said
responsibility.	the many examples in the	understanding of social responsibility.	outcome is in place, if not, make
	text book, students are also		adjustments accordingly.
	encouraged read various		
	magazines and websites		
	with special focus on		
	understanding externalities,		
	social equity, market failures, discrimination,		
	and income distribution.		
Communicate social science	In this course, students	Students bring in examples from their	Continually asking if the said
knowledge to a world shared by all	gain an understanding of	respective workplaces and their	outcome is in place, if not, make
people and held in trust for future	tremendous inter-	personal lives for discussion. The	adjustments accordingly.
generations.	dependence the workd has	students are also evaluated on their	
	and resource constraints	performance and graded based on	
	and difficulties and tools of	their examination on the fundamental	
	decision-making. They	principles involved.	
	learn correct economic		

T tł	erminology used in news.  They learn economic heory relevant to their personal and professional	
1 2.	ives.	

Additional evidence that the general core learning outcomes are being met: On-going discussions and feedback with the students.

## Core Assessment Instrument Psychology 260 Psychological Statistics, Spring 2007

Learning Outcome	Assessment Procedure(s)	Results of Assessment	Action Plans
Determine whether a problem lends itself to a mathematical* solution, and, if so, design a mathematical solution.	Classroom examples and Tests	95% of students got a C or better of students who completed the course but 10% of original students enrolled dropped anticipating poor grades	None- problems and processes are well established and work
Implement the design or identify and correct problems with the design.	Classroom examples and Tests	95% of students got a C or better of students who completed the course but 10% of original students enrolled dropped anticipating poor grades	None- problems and processes are well established and work
Evaluate the validity of a solution and its relevance to the original problem using reasoned discourse as the norm for decisionmaking.	Classroom examples and Tests	95% of students got a C or better of students who completed the course but 10% of original students enrolled dropped anticipating poor grades	None- problems and processes are well established and work

## ADDITIONAL EVIDENCE THAT THE GENERAL CORE LEARNING OUTCOMES ARE BEING MET:

Students are doing well and the exams are designed to not only assess knowledge but also the application of this knowledge. In addition, the relevance of the material to daily experiences is emphasized.

In addition, students are developing an interest in statistics and research with an understanding of how these academic areas enhance life, the community and society in general.

## Core Assessment Instrument Psychology 260 Psychological Statistics, Spring 2007

Learning Outcome	Assessment Procedure(s)	Results of Assessment	Action Plans
Determine whether a problem lends itself to a mathematical* solution, and, if so, design a mathematical solution.	Classroom examples and Tests	95% of students got a C or better of students who completed the course but 10% of original students enrolled dropped anticipating poor grades	None- problems and processes are well established and work
Implement the design or identify and correct problems with the design.	Classroom examples and Tests	95% of students got a C or better of students who completed the course but 10% of original students enrolled dropped anticipating poor grades	None- problems and processes are well established and work
Evaluate the validity of a solution and its relevance to the original problem using reasoned discourse as the norm for decisionmaking.	Classroom examples and Tests	95% of students got a C or better of students who completed the course but 10% of original students enrolled dropped anticipating poor grades	None- problems and processes are well established and work

## ADDITIONAL EVIDENCE THAT THE GENERAL CORE LEARNING OUTCOMES ARE BEING MET:

Students are doing well and the exams are designed to not only assess knowledge but also the application of this knowledge. In addition, the relevance of the material to daily experiences is emphasized.

In addition, students are developing an interest in statistics and research with an understanding of how these academic areas enhance life, the community and society in general.

## Core Assessment Instrument Psychology 260 Psychological Statistics, Spring 2007

Learning Outcome	Assessment Procedure(s)	Results of Assessment	Action Plans
Determine whether a problem lends itself to a mathematical* solution, and, if so, design a mathematical solution.	Classroom examples and Tests	95% of students got a C or better of students who completed the course but 10% of original students enrolled dropped anticipating poor grades	None- problems and processes are well established and work
Implement the design or identify and correct problems with the design.	Classroom examples and Tests	95% of students got a C or better of students who completed the course but 10% of original students enrolled dropped anticipating poor grades	None- problems and processes are well established and work
Evaluate the validity of a solution and its relevance to the original problem using reasoned discourse as the norm for decisionmaking.	Classroom examples and Tests	95% of students got a C or better of students who completed the course but 10% of original students enrolled dropped anticipating poor grades	None- problems and processes are well established and work

## ADDITIONAL EVIDENCE THAT THE GENERAL CORE LEARNING OUTCOMES ARE BEING MET:

Students are doing well and the exams are designed to not only assess knowledge but also the application of this knowledge. In addition, the relevance of the material to daily experiences is emphasized.

In addition, students are developing an interest in statistics and research with an understanding of how these academic areas enhance life, the community and society in general.

## UNIVERSITY OF SAN FRANCISCO

Core Area: <u>Social Sciences</u>

Spring 2007

(4)	(2)	(2)	(4)
(1) Student Learning Outcomes	Measurement of Evidence	(3) Summary Results	Assessment Informed Improvements
		ž –	*
Engage in the systematic and logical study of human beings and their interrelationships, with an appreciation of human diversity.	Students read and discuss sociolinguistic textx, language policies, discussions of the relationship between language and culture; they also use databases available on the web (linguistic, anthropological, political) to gather information for discussion.  Assessment of contributions to discussion, analysis of cases, in-class activities (analysis, synthesis), test questions,	Summarize strudent performance by means of comments, discussions, and assignment of grades.	Expand use and range of case studies.
	quiz		
Employ one or more social science methods or social science theories and philosophies.	Students study various interpretations of the "Sapir-Whorf Hypothesis", Fishman's GID scale, accomodation theory, and attitude surveys, and explore census (and related policies) on the web), all of which is applied to specific cases.  Assessment of	Summarize strudent performance by means of comments, discussions, and assignment of grades	Introduce certain methods/theories earlier in semester.
	contributions to discussion,		

TEVILATE					
	and of the application of methods to specific cases; essay; report.				
Analyze explanations of human behavior, human relations, or human institutions.	Students analyze and discuss academic analyses, government policies, and personal narratives.  Assessment of contribution to discussion of readings; essay; analysis of cases in class; in-class activities (analysis and synthesis); test questions; report	Summarize strudent performance by means of comments, discussions, and assignment of grades	Develop additional case studies; incorporate anthropological videos.		
Apply social science knowledge to contemporary social problems, including ways to improve the human condition and promote justice.	Students study indigenismo, critically analyze human, linguistic, and indigenous rights, analyze the role(s) of supranational and indigenous organizations, and evaluate language planning efforts in various countries.	Summarize strudent performance by means of comments, discussions, and assignment of grades			
	Assessment of contributions to discussion, test questions, analysis of cases in class; essay.				
Understand and demonstrate social responsibility.	Students analyze personal narratives and attitude surveys.	Summarize strudent performance by means of comments, discussions, and assignment of grades			
	Assessment of contributions to discussion; test questions; essay				

Communicate social science		
knowledge to a world shared by all		
people and held in trust for future		
generations.		